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ABSTRACT

This book represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts at specific grade levels during 13 years in the California public school system. Standards for each grade level are broken down into the following categories: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. In addition, the Reading category is broken down into: Word Analysis, Fluency, and Systematic Vocabulary Development; Reading Comprehension; and Literary Response and Analysis. The Writing category is divided into: Writing Strategies; and Writing Applications (Genres and Their Characteristics). The Listening and Speaking category is divided into: Listening and Speaking Strategies; and Speaking Applications (Genres and Their Characteristics). (Contains a glossary.) (EF)

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English–Language Arts Content Standards for California Public Schools

ED 448 453

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English–Language Arts Content Standards for California Public Schools

Kindergarten Through Grade Twelve

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Ellen Wright, Chair*; Bob Calfee, Vice Chair*; Joseph Carrabino; Judy Codding; Dan Condron; John D'Amelio*; Linda Davis; Bill Evers; Andrew Galef; Jerilyn Harris; Dorothy Jue Lee*; Mark Ortiz; Judy Panton*; Raymund Paredes*; Alice Petrossian*; Kate Simpson*; Lawrence Siskind*; Larry Stupski; Jerry Treadway*; LaTanya Wright*; and Superintendent of Public Instruction Delaine Eastin and her designee, Sonia Hernandez.

Note: The asterisk (*) identifies those members who served on the Academic Standards Commission's English-Language Arts Committee.

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A partial list of other educational resources available from the Department appears on page 85. In addition, an illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Office at (916) 445-1260.

Notice

The guidance in *English–Language Arts Content Standards for California Public Schools* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

Prepared for publication by CSEA members

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A Message from the State Board of Education and the State Superintendent of Public Instruction

Fifteen years ago the report *A Nation at Risk*, by the National Commission on Excellence in Education (1983), brought squarely to our attention a "rising tide of mediocrity" in our schools. An era of education reform began. The results were somewhat uneven. The reform movement did stimulate important infrastructure improvements: instructional time was increased, high school diplomas came to signify the completion of minimum course requirements, and emphasis was placed on local planning efforts to improve the schools' efficiency and effectiveness. A shortcoming of the movement up to this point has been the lack of focus on rigorous academic standards. The desire to improve student achievement guided the effort, but it lacked a comprehensive, specific vision of what students actually needed to know and be able to do.

Standards are a bold initiative.

With the adoption of these content standards in English–language arts, California is going *beyond reform*. We are redefining the state's role in public education. For the first time, we are stating—explicitly—the content that students need to acquire at each grade level through grade eight and in grades nine and ten and grades eleven and twelve. These standards are rigorous. With student mastery of this content, California schools will be on a par with those in the best educational systems in other states and nations. The content is attainable by all students, given sufficient time, except for those few who have severe disabilities. We regard the standards as firm but not unyielding; they will be modified in future years to reflect new research and scholarship.

Standards describe what to teach, not how to teach it.

Standards-based education maintains California's tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers—with the full support and cooperation of families, businesses, and community partners—are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.

Standards are an enduring commitment, not a passing fancy.

Every initiative in public education, especially one so bold as establishing high standards, has its skeptics. "Just wait a while," they say, "and standards, too, will pass." We intend to prove the skeptics wrong, and we intend to do that by completely aligning state efforts to these standards, including the statewide testing program, curriculum frameworks, instructional materials, professional development, preservice education, and compliance review. We will see a generation of educators who think of standards not as a *new layer* but as the *foundation* itself.

English–language arts standards are the appropriate place to begin.

These standards—California's *first* published content standards—are appropriately for English–language arts. Reading, writing, listening, and speaking are the gateway skills for success in education and careers and for full participation in our society.

Standards are our commitment to excellence.

Fifteen years from now, we are convinced, the adoption of standards will be viewed as the signal event that began a "rising tide of excellence" in our schools. No more will the critical question *What should my child be learning?* be met with uncertainty of knowledge, purpose, or resolve. These standards answer the question. They are comprehensive and specific. They represent our commitment to excellence.

Yvonne W. Larsen

YVONNE W. LARSEN, *President*
California State Board of Education

Delaine Eastin

DELAINE EASTIN
State Superintendent of Public Instruction

Introduction

The *English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts at specific grade levels during 13 years in the California public school system. Each standard describes the content students need to master by the end of each grade level (kindergarten through grade eight) or cluster of grade levels (grades nine and ten and grades eleven and twelve). In accordance with *Education Code* Section 60603, as added by Assembly Bill 265 (Chapter 975, Statutes of 1995), the Leroy Greene California Assessment of Academic Achievement Act, there will be performance standards that "define various levels of competence at each grade level . . . [and] gauge the degree to which a student has met the content standards." The assessment of student mastery of these standards is scheduled for no later than 2001.

The *Reading/Language Arts and English as a Second Language Framework* (forthcoming) will align the curriculum and instructional program to the *English–Language Arts Content Standards*. The framework will serve as a guide for teachers, administrators, parents, and other support personnel on when to introduce knowledge and how to sustain the practice of skills leading all students to mastery. It will also provide ways in which to assess and monitor student progress; design systematic support and intervention programs; and encourage parent involvement. In addition, the framework will identify instructional and student resources; promote professional development; and suggest strategies for improving communication between school, home, and community. Finally, the framework will address the delivery of content-rich curriculum to special-needs students, especially English language learners, students with disabilities, and learners at risk of failure.

An Essential Discipline

The ability to communicate well—to read, write, listen, and speak—runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

Students who read well learn the tempo and structure of language early in their development. They master vocabulary, variance in expression, and organization and skill in marshaling evidence to support an idea. National Institutes of Health studies indicate that students who are behind in reading in grade three have only a 12 to 20 percent chance of ever catching up.

Fluent Readers and Skilled Writers

Students must read a broad variety of quality texts to develop proficiency in, and derive pleasure from, the act of reading. Students must also have experience in a broad range of writing applications, from the poetic to the technical.

Musicians cannot compose concertos (or play those composed by others) without first learning the scales and practicing them as well as reading and playing the music of the great composers who have survived the test of time. The same is true of young readers and writers and their relationships with the great writers who have preceded them.

Reading and writing technical materials, moreover, are critical life skills. Participation in society—filling out forms, voting, understanding the daily newspaper—requires solid reading and writing competencies. Similarly, most jobs demand the abilities to read and write well. Collegiate and technical courses generally require a high level of proficiency in both abilities. In an emergency, reading and writing with speed and accuracy may literally mean the difference between life and death.

Reading and writing offer the power to inform and to enlighten as well as to bridge time and place. For example, interpreting and creating literary texts help students to understand the people who have lived before them and to participate in, and contribute to, a common literary heritage. Through literature, moreover, students experience the unique history of the United States in an immediate way and encounter many cultures that exist both within and beyond this nation's borders. Through reading and writing students may share perspectives on enduring questions, understand and learn how to impart essential information, and even obtain a glimpse of human motivation. Reading and writing offer incomparable experiences of shared conflict, wisdom, understanding, and beauty.

In selecting both literary and informational texts for required reading and in giving writing assignments (as well as in helping students choose their own reading and writing experiences), local governing boards, schools, and teachers should take advantage of every opportunity to link that reading and writing to other core curricula, including history, social science, mathematics, and science. By understanding and creating literary and technical writing, students explore the interrelationships of their own existence with those of others.

Students need to read and write often, particularly in their early academic careers. Reading and writing something of literary or technical substance in all disciplines, every day, both in and out of school, are the principal goals of these standards.

Confident Speakers and Thoughtful Listeners

Speaking and listening skills have never been more important. Most Americans now talk for a living at least part of the time. The abilities to express ideas cogently and to construct valid and truthful arguments are as important to speaking well as to writing well. Honing the ability to express defensible reflections about literature will ensure comprehension and understanding. Not long ago listening and speaking occupied central places in the curriculum, but only a few schools have maintained this tradition. The time has come to restore it.

English Language Learners

Nearly 25 percent of children in California enter school at various ages with primary languages other than English. The standards in this document have been designed to encourage the highest achievement of every student. No student is incapable of reaching them. The standards must not be altered for English language learners, because doing so would deny these students the opportunity to reach them. Rather, local education authorities must seize this chance to align specialized education programs for English language learners with the standards so that all children in California are working toward the same goal. Administrators must also work very hard to deliver the appropriate support that English language learners will need to meet the standards.

A Comprehensive Synergy

Reading, writing, listening, and speaking are not disembodied skills. Each exists in context and in relation to the others. These skills must not be taught independently of one another. Rather, they need to be developed in the context of a rich, substantive core curriculum that is geared not only toward achieving these standards per se but also toward applying language arts skills to achieve success in other curricular areas. The good news is that reading, writing, listening, and speaking are skills that invariably improve with study and practice. Mastery of these standards will ensure that children in California enter the worlds of higher education and the workplace armed with the tools they need to be literate, confident communicators.

Organization of This Document

This document is organized by grade level, beginning with kindergarten. A glossary at the back of the book provides definitions of terms used. Full information on publications cited is found in "Selected References."

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

1.1 Identify the front cover, back cover, and title page of a book.
1.2 Follow words from left to right and from top to bottom on the printed page.
1.3 Understand that printed materials provide information.
1.4 Recognize that sentences in print are made up of separate words.
1.5 Distinguish letters from words.
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., */f, s, th/, /j, d, j/*).
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
1.9 Blend vowel-consonant sounds orally to make words or syllables.
1.10 Identify and produce rhyming words in response to an oral prompt.
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
1.12 Track auditorily each word in a sentence and each syllable in a word.
1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition

1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development

1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Informational Materials

2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use pictures and context to make predictions about story content.
2.3 Connect to life experiences the information and events in texts.
2.4 Retell familiar stories.
2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Distinguish fantasy from realistic text.
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
3.3 Identify characters, settings, and important events.

WRITING

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).

1.3 Write by moving from left to right and from top to bottom.

Penmanship

1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

LISTENING AND SPEAKING

1.0. Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1 Understand and follow one- and two-step oral directions.
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
2.2 Recite short poems, rhymes, and songs.
2.3 Relate an experience or creative story in a logical sequence.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print

1.1 Match oral words to printed words.
1.2 Identify the title and author of a reading selection.
1.3 Identify letters, words, and sentences.

Phonemic Awareness

1.4 Distinguish initial, medial, and final sounds in single-syllable words.
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
1.6 Create and state a series of rhyming words, including consonant blends.
1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how; pan* to *an*).
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ =splat; /r/i/ch/ = rich).

Decoding and Word Recognition

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
1.13 Read compound words and contractions.
1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).
1.15 Read common word families (e.g., *-ite, -ate*).
1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Structural Features of Informational Materials

2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to *who, what, when, where,* and *how* questions.
2.3 Follow one-step written instructions.
2.4 Use context to resolve ambiguities about word and sentence meanings.
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
2.6 Relate prior knowledge to textual information.
2.7 Retell the central ideas of simple expository or narrative passages.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
3.2 Describe the roles of authors and illustrators and their contributions to print materials.
3.3 Recollect, talk, and write about books read during the school year.

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Select a focus when writing.
1.2 Use descriptive words when writing.

Penmanship

1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

Grammar

1.2 Identify and correctly use singular and plural nouns.

1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/mine, his/her, hers, your/s*) in writing and speaking.

Punctuation

1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Listen attentively.
1.2 Ask questions for clarification and understanding.
1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

1.4 Stay on the topic when speaking.
1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.1 Recite poems, rhymes, songs, and stories.
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why,* and *how* questions.
2.3 Relate an important life event or personal experience in a simple sequence.
2.4 Provide descriptions with careful attention to sensory detail.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per;* vowel-consonant/consonant-vowel = *sup/per*).

1.3 Decode two-syllable nonsense words and regular multisyllable words.

1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*).

1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*).

1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

1.7 Understand and explain common antonyms and synonyms.

1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-, un-, - ing, -ly*).

1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words

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annually, including a good representation of grade-level-appropriate narrativ and expository text (e.g., classic and contemporary literature, magazines, newspa rs, online information). In grade two, students continue to make progress toward this l.

Structural Features of Informational Materials

2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 State the purpose in reading (i.e., tell what information is sought).
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).
2.5 Restate facts and details in the text to clarify and organize ideas.
2.6 Recognize cause-and-effect relationships in a text.
2.7 Interpret information from diagrams, charts, and graphs.
2.8 Follow two-step written instructions.

3.0. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
3.3 Compare and contrast different versions of the same stories that reflect different cultures.
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Group related ideas and maintain a consistent focus.

Penmanship

1.2 Create readable documents with legible handwriting.

Research

1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

2.1 Write brief narratives based on their experiences:

a. Move through a logical sequence of events.

b. Describe the setting, characters, objects, and events in detail.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.
1.2 Recognize and use the correct word order in written sentences.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).
1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
1.2 Ask for clarification and explanation of stories and ideas.
1.3 Paraphrase information that has been shared orally by others.
1.4 Give and follow three- and four-step oral directions.

Organization and Delivery of Oral Communication

1.5 Organize presentations to maintain a clear focus.
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
1.7 Recount experiences in a logical sequence.
1.8 Retell stories, including characters, setting, and plot.
1.9 Report on a topic with supportive facts and details.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

2.1 Recount experiences or present stories:
a. Move through a logical sequence of events.
b. Describe story elements (e.g., characters, plot, setting).
2.2 Report on a topic with facts and details, drawing from several sources of information.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

1.1 Know and use complex word families when reading (e.g., *-ight*) to decode unfamiliar words.

1.2 Decode regular multisyllabic words.

1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*).

1.6 Use sentence and word context to find the meaning of unknown words.

1.7 Use a dictionary to learn the meaning and other features of unknown words.

1.8 Use knowledge of prefixes (e.g., *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (e.g., *-er, -est, -ful*) to determine the meaning of words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition

to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Structural Features of Informational Materials

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
2.3 Demonstrate comprehension by identifying answers in the text.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.
2.5 Distinguish the main idea and supporting details in expository text.
2.6 Extract appropriate and significant information from the text, including problems and solutions.
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
3.6 Identify the speaker or narrator in a selection.

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Create a single paragraph:
- a. Develop a topic sentence.
- b. Include simple supporting facts and details.

Penmanship

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Research

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:
- a. Provide a context within which an action takes place.
- b. Include well-chosen details to develop the plot.
- c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to pr nt and support unifie impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:
- a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
- b. Include the date, proper salutation, body, closing, and signature.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g., *hair-hare*).

1.9 Arrange words in alphabetic order.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
1.3 Respond to questions with appropriate elaboration.
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

1.10 Compare ideas and points of view expressed in broadcast and print media.
1.11 Distinguish between the speaker's opinions and verifiable facts.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

2.1 Make brief narrative presentations:
  a. Provide a context for an incident that is the subject of the presentation.
  b. Provide insight into why the selected incident is memorable.
  c. Include well-chosen details to develop character, setting, and plot.
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Word Recognition

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.

1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).

1.5 Use a thesaurus to determine related words and concepts.

1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

WRITING

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions:

a. Provide an introductory paragraph.
b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
c. Include supporting paragraphs with simple facts, details, and explanations.
d. Conclude with a paragraph that summarizes the points.
e. Use correct indention.

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

Penmanship

1.4 Write fluidly and legibly in cursive or joined italic.

Research and Technology

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

2.1 Write narratives:

a. Relate ideas, observations, or recollections of an event or experience.
b. Provide a context to enable the reader to imagine the world of the event or experience.
c. Use concrete sensory details.
d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature:

a. Demonstrate an understanding of the literary work.
b. Support judgments through references to both the text and prior knowledge.

2.3 Write information reports:

a. Frame a central question about an issue or situation.
b. Include facts and details for focus.
c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple and compound sentences in writing and speaking.

1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

1.5 Use underlining, quotation marks, or italics to identify titles of documents.

Capitalization

1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Spelling

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

1.4 Give precise directions and instructions.

Organization and Delivery of Oral Communication

1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).

1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Analysis and Evaluation of Oral Media Communication

1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

2.1 Make narrative presentations:

a. Relate ideas, observations, or recollections about an event or experience.
b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
c. Provide insight into why the selected event or experience is memorable.

2.2 Make informational presentations:

a. Frame a key question.
b. Include facts and details that help listeners to focus.
c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words.
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).
1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Literary Criticism

3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create multiple-paragraph narrative compositions:
   a. Establish and develop a situation or plot.
   b. Describe the setting.
   c. Present an ending.

1.2 Create multiple-paragraph expository compositions:
   a. Establish a topic, important ideas, or events in sequence or chronological order.
   b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
   c. Offer a concluding paragraph that summarizes important ideas and details.

Research and Technology

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

Evaluation and Revision

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.1 Write narratives:

a. Establish a plot, point of view, setting, and conflict.
b. Show, rather than tell, the events of the story.

2.2 Write responses to literature:

a. Demonstrate an understanding of a literary work.
a. Support judgments through references to the text and to prior knowledge.
c. Develop interpretations that exhibit careful reading and understanding.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

a. Frame questions that direct the investigation.
b. Establish a controlling idea or topic.
c. Develop the topic with simple facts, details, examples, and explanations.

2.4 Write persuasive letters or compositions:

a. State a clear position in support of a proposal.
b. Support a position with relevant evidence.
c. Follow a simple organizational pattern.
d. Address reader concerns.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Grammar

1.2 Identify and correctly use verbs that are often misused (e.g., *lie/lay, sit/set, rise/raise*), modifiers, and pronouns.

Punctuation

1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

Capitalization

1.4. Use correct capitalization.

Spelling

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.1 Ask questions that seek information not already discussed.
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
1.3 Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

1.4 Select a focus, organizational structure, and point of view for an oral presentation.
1.5 Clarify and support spoken ideas with evidence and examples.
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communications

1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.

b. Show, rather than tell, the listener what happens.

2.2 Deliver informative presentations about an important idea, issue, or event by the following means:

a. Frame questions to direct the investigation.

b. Establish a controlling idea or topic.

c. Develop the topic with simple facts, details, examples, and explanations.

2.3 Deliver oral responses to literature:

a. Summarize significant events and details.

b. Articulate an understanding of several ideas or images communicated by the literary work.

c. Use examples or textual evidence from the work to support conclusions.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Expository Critique

2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

2.7 Make reasonable assertions about a text through accurate, supporting citations.

2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Identify the forms of fiction and describe the major characteristics of each form.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

3.3 Analyze the influence of setting on the problem and its resolution.

3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Literary Criticism

3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions:

a. Engage the interest of the reader and state a clear purpose.
b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
c. Conclude with a detailed summary linked to the purpose of the composition.

1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.1 Write narratives:

a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
b. Include sensory details and concrete language to develop plot and character.
c. Use a range of narrative devices (e.g., dialogue, suspense).

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

a. State the thesis or purpose.
b. Explain the situation.
c. Follow an organizational pattern appropriate to the type of composition.
d. Offer persuasive evidence to validate arguments and conclusions as needed.

2.3 Write research reports:

a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
c. Include a bibliography.

2.4 Write responses to literature:

a. Develop an interpretation exhibiting careful reading, understanding, and insight.
b. Organize the interpretation around several clear ideas, premises, or images.
c. Develop and justify the interpretation through sustained use of examples and textual evidence.

2.5 Write persuasive compositions:

a. State a clear position on a proposition or proposal.
b. Support the position with organized and relevant evidence.
c. Anticipate and address reader concerns and counterarguments.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

1.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.

1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

a. Establish a context, plot, and point of view.
b. Include sensory details and concrete language to develop the plot and character.
c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

2.2 Deliver informative presentations:

a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

2.3 Deliver oral responses to literature:

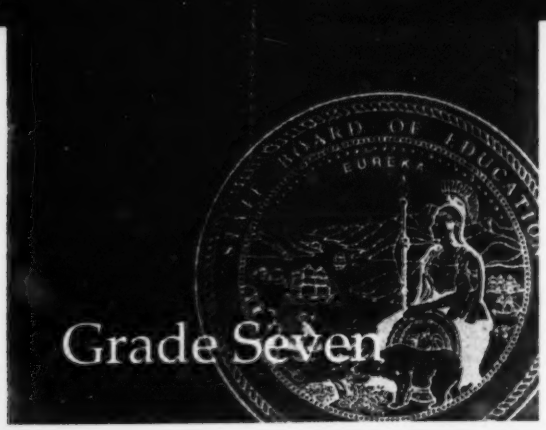
a. Develop an interpretation exhibiting careful reading, understanding, and insight.
b. Organize the selected interpretation around several clear ideas, premises, or images.
c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

2.4 Deliver persuasive presentations:

a. Provide a clear statement of the position.
b. Include relevant evidence.
c. Offer a logical sequence of information.
d. Engage the listener and foster acceptance of the proposition or proposal.

2.5 Deliver presentations on problems and solutions:

a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.



READING

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.

1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Structural Features of Informational Materials

2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

2.2 Locate information by using a variety of consumer, workplace, and public documents.

2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

2.5 Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique

2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

WRITING

1.0. Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

2.1 Write fictional or autobiographical narratives:

a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
b. Develop complex major and minor characters and a definite setting.
c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:

a. Develop interpretations exhibiting careful reading, understanding, and insight.
b. Organize interpretations around several clear ideas, premises, or images from the literary work.
c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:

a. Pose relevant and tightly drawn questions about the topic.
b. Convey clear and accurate perspectives on the subject.
c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
d. Document reference sources by means of footnotes and a bibliography.

2.4 Write persuasive compositions:

a. State a clear position or perspective in support of a proposition or proposal.
b. Describe the points in support of the proposition, employing well-articulated evidence.
c. Anticipate and address reader concerns and counterarguments.

2.5 Write summaries of reading materials:

a. Include the main ideas and most significant details.
b. Use the student's own words, except for quotations.
c. Reflect underlying meaning, not just the superficial details.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

Sentence Structure

1.1 Place modifiers properly and use the active voice.

Grammar

1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

1.3 Identify all parts of speech and types and structure of sentences.

1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Capitalization

1.6 Use correct capitalization.

Spelling

1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

LISTENING AND SPEAKING

1.0. Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Comprehension

1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

1.2 Determine the speaker's attitude toward the subject.

1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
b. Describe complex major and minor characters and a definite setting.
c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

2.2 Deliver oral summaries of articles and books:

a. Include the main ideas of the event or article and the most significant details.
b. Use the student's own words, except for material quoted from sources.
c. Convey a comprehensive understanding of sources, not just superficial details.

2.3 Deliver research presentations:

a. Pose relevant and concise questions about the topic.
b. Convey clear and accurate perspectives on the subject.
c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
d. Cite reference sources appropriately.

2.4 Deliver persuasive presentations:

a. State a clear position or perspective in support of an argument or proposal.
b. Describe the points in support of the argument and employ well-articulated evidence.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

2.5 Understand and explain the use of a complex mechanical device by following technical directions.

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

2.1 Write biographies, autobiographies, short stories, or narratives:

a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
b. Reveal the significance of, or the writer's attitude about, the subject.
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Write responses to literature:

a. Exhibit careful reading and insight in their interpretations.
b. Connect the student's own responses to the writer's techniques and to specific textual references.
c. Draw supported inferences about the effects of a literary work on its audience.
d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

2.3 Write research reports:

a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and display information on charts, maps, and graphs.

2.4 Write persuasive compositions:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

2.5 Write documents related to career development, including simple business letters and job applications:

a. Present information purposefully and succinctly and meet the needs of the intended audience.
b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.6 Write technical documents:

a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
b. Include all the factors and variables that need to be considered.
c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.

1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.

1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

Grammar

1.4 Edit written manuscripts to ensure that correct grammar is used.

Punctuation and Capitalization

1.5 Use correct punctuation and capitalization.

Spelling

1.6 Use correct spelling conventions.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organization and Delivery of Oral Communication

1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

1.7 Use audience feedback (e.g., verbal and nonverbal cues):

a. Reconsider and modify the organizational structure or plan.

b. Rearrange words and sentences to clarify the meaning.

Analysis and Evaluation of Oral and Media Communications

1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations (e.g., biographical, autobiographical):

a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Deliver oral responses to literature:

a. Interpret a reading and provide insight.
b. Connect the students' own responses to the writer's techniques and to specific textual references.
c. Draw supported inferences about the effects of a literary work on its audience.
d. Support judgments through references to the text, other works, other authors, or personal knowledge.

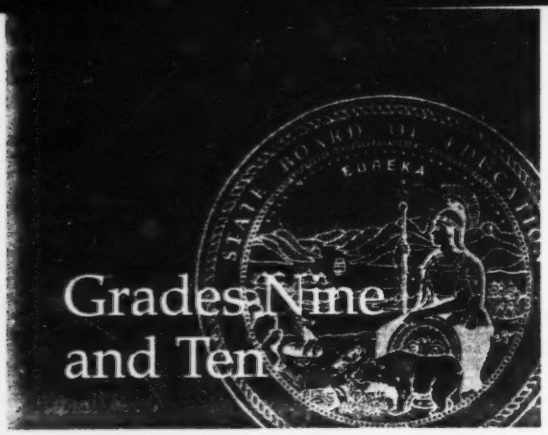
2.3 Deliver research presentations:

a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and record information on charts, maps, and graphs.

2.4 Deliver persuasive presentations:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.



Grades Nine and Ten

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Generate relevant questions about readings on issues that can be researched.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Expository Critique

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Literary Criticism

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

WRITING

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style*).

1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

2.1 Write biographical or autobiographical narratives or short stories:

a. Relate a sequence of events and communicate the significance of the events to the audience.
b. Locate scenes and incidents in specific places.
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
d. Pace the presentation of actions to accommodate changes in time and mood.
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:

a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

2.4 Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

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c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1. Deliver narrative presentations:

a. Narrate a sequence of events and communicate their significance to the audience.
b. Locate scenes and incidents in specific places.
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

2.4 Deliver oral responses to literature:

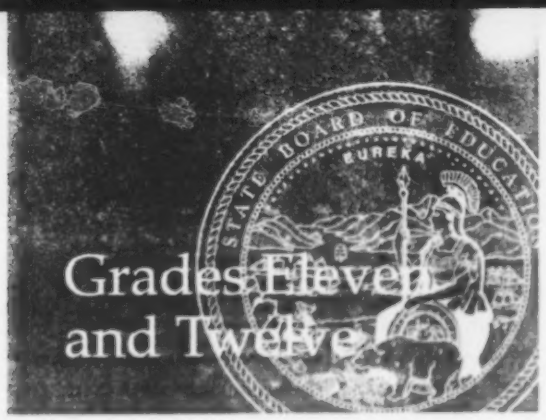
a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

2.6 Deliver descriptive presentations:

a. Establish clearly the speaker's point of view on the subject of the presentation.
b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.



Grades Eleven and Twelve

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

1.1 Trace the etymology of significant terms used in political science and history.

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5. Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.

b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and reli[illegible] writings (e.g., how the archetypes of banishment from an ideal world may be u[illegible] interpret Shakespeare's tragedy *Macbeth*).

3.7 Analyze recognized works of world literature from a variety of authors:

a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).

b. Relate literary works and authors to the major themes and issues of their eras.
c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.

Literary Criticism

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

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WRITING

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.1 Write fictional, autobiographical, or biographical narratives:

a. Narrate a sequence of events and communicate their significance to the audience.
b. Locate scenes and incidents in specific places.
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:

a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
e. Include a formal bibliography.

2.5 Write job applications and resumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD- ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication

1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

a. Inductive and deductive reasoning
b. Syllogisms and analogies

1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

1.8 Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:

a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).

b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.

c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical investigations:

a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.

d. Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).

b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).

c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.

e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

Glossary

active voice — A verb form in which the subject of the verb carries out some action. ***Example:*** *He hit* the ball.

affix — A bound (nonword) morpheme that changes the meaning or function of a root or stem to which it is attached, such as the prefix *ad-* and the suffix *-ing* in *adjoining*.

alliteration — The repetition of the same sound, usually of a consonant, at the beginning of two or more words immediately succeeding each other or at short intervals.
Example: The repetition of *f* and *g* in *fields* ever *fresh*, *groves* ever *green*

alphabetic principle — The assumption underlying alphabetic writing systems that each speech sound or phoneme of a language should have its own distinctive graphic representation.

analogy — A resemblance in some particulars between things otherwise unlike.

anecdotal scripting — The systematic recording of behavioral incidents cited in a literary work for purposes of organization and clarity.

annotated bibliography — The inclusion of additional comments in the works listed in the standard bibliography.

antecedent — A word, phrase, or clause to which a following pronoun refers.
Example: *Iris* tried, but *she* couldn't find the book. *Iris* is the antecedent of *she*.

appeal to reason — A call upon the reader's faculty to think in a rational way to persuade his or her thoughts.

appeal to authority — A call upon an individual or other source as an expert to strengthen an argument made by the author of a work.

appeal to emotion — The *ad populum* approach is a common fallacy in arguments. Instead of presenting evidence in an argument, it relies on expressive language and other devices calculated to incite enthusiasm, excitement, anger, or hatred.

appeal to pathos (pity) — A common fallacy in arguments, the *ad misericordiam* approach is a special case of the appeal to emotion in which the altruism and mercy of the audience are the special emotions to which the speaker appeals.

appositive — A word or phrase that restates or modifies an immediately preceding noun. *Note:* An appositive is often useful as a context clue for determining or refining the meaning of the word or words to which it refers. ***Example:*** My son *Enrico* (appositive) is twelve years old.

archetypal criticism — The study of apparent perennial images, themes, symbols, stories, and myths in literature, including narratives that unite the seasons with literary genres.

archetype — The original pattern or model of which all things of the same type are representations or copies; a perfect example.

attack *ad hominem* — An attack "against the man"; a fallacious attack in which the thrust is directed, not at the conclusion one wishes to deny, but at the person who asserts or defends it.

bandwagon — A popular party, faction, or cause that attracts growing support; a current or fashionable trend.

base word — A word to which affixes may be added to create related words. ***Example:*** *Teach* in re*teach* or *teach*ing.

blend — A combination of sounds represented by letters to pronounce a word; sounding out the joining of the sounds represented by two or more letters with minimal change in those sounds, such as the consonant cluster in /*gr*/ in grow, /*spl*/ in splash.

boundary — A division between units of a language, such as between words, word parts, or syllables.

climax — The point of highest dramatic tension or a major turning point in the action (such as in a play, story, or other literary composition).

clustering — A content field technique or strategy to help students freely associate ideas in their experience with a keyword proposed by the teacher, thus forming a group of related concepts; a teaching process of relating a target word to a set of synonyms and other word associations. *Note*: Clustering may be used to stimulate the recall of related ideas in reading and writing, especially in prewriting.

complement — The word (or words) that completes the action in the predicate of a sentence; to complete a grammatical construction in this way. ***Example:*** Tom is a *policeman* (complement).

compound sentence	A sentence consisting of two or more coordinate independent clauses. *Example: George talked and Harry listened.*
concrete image	A literal representation of a sensory experience or of an object that can be known by more than one of the senses; representation that involves no necessary change or extension in the obvious meaning of the words; the words call up a sensory representation of the literal object or sensation.
consonant doubling	The addition of a consonant in the formation of some gerunds and participles. *Example: Running.*
context clues	The information from the immediate textual setting that helps identify a word for decoding (sounding out) and words being read for the first time. The reader's speaking vocabulary is a back-up strategy and is primarily useful to resolve ambiguity (is *bread* pronounced *bred* or *breed?*) and to confirm the accuracy of decoding (does it make sense and does it sound right?). The context helps resolve which shade of meaning is intended (*prog-ress* or *pro-gress*) and is used for learning the meaning of new words that can be decoded or pronounced but are not yet in the reader's speaking vocabulary; it is a primary strategy.
decoding	The ability and willingness to sound out words by generating all the sounds into a recognizable word (technically called phonological recoding). The ability to get the meaning of a word quickly, effortlessly, and unconsciously after a brief visual scan, such as in automaticity with individual words (which is the product of initial phonological decoding, followed by the reading of that word successfully several times, preferably in text, until the neural connections among the letters, the sounds, and the meaning of the word are fully established).
denouement	The final outcome of the main dramatic event in a literary work.
description	One of the four traditional forms of composition in speech and writing, it is meant to give a verbal picture of the character and event, including the setting.
digraphs	Two letters that represent one speech sound, such as *ch* for */ch/* in *chin* or *ea* for */e/* in *bread*.
discourse	A conversation; the act or result of making a formal written or spoken presentation on a subject; in linguistics, any form of oral or written communication more extensive than a sentence.
etymology	The history of words; the study of the history of words.

exposition	One of the four traditional forms of composition in speech and writing, it is intended to set forth or explain. *Note*: Good exposition is clear in conception, well organized, and understandable. It may include limited amounts of argumentation, description, and narration to achieve that purpose.
expressive writing	Highly personal writing, such as in diaries, personal letters, and autobiographies.
false causality	Any reasoning that relies upon treating as the cause of a thing that which is not really its cause (e.g., the error of concluding that an event is caused by another simply because it follows that other).
fluency	The clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity; the ability to execute motor movements smoothly, easily, and readily.
high-frequency words	A word that appears many more times than most other words in spoken or written language. *Note*: Basic word lists generally provide words ranked in order of their frequency of occurrence as calculated from a sample of written or spoken text suitable for the level of intended use.
historical investigation (reports)	The techniques used by historians to reconstruct and interpret the past. *Note*: The data for historical research are the spoken, written, and printed sources or other material originating from those who participated in or witnessed the events studied; the historian must evaluate these data for authenticity, bias, and generalizability and draw conclusions from them.
homograph	A word with the same spelling as another word but having a different meaning or sometimes a different pronunciation. ***Example:*** *Bow*, as in – and arrow compared to – of a ship.
homophone	A word with a different origin and meaning but having the same pronunciation as another word whether or not spelled alike. ***Example:*** *Hair* and *hare; scale*, as in – of a fish compared to – a ladder. Also two or more graphemes that represent the same sound. ***Example:*** The */k/* sound in */c/andy, k/ing*, and *s/ch/ool*.
idiom	A use of words peculiar to a particular language.
initial consonants (initial blends)	The joining of two or more consonant sounds, represented by letters, that begin a word without losing the identity of the sounds, such as */bl/* in *black*, */skr/* in *scramble*; the joining of the first consonant and vowel sounds in a word, such as */b/* and */a/* in *baby*. *Note*: This process is regarded by some to be a crucial step in learning phonics.

irregularity	An exception to a linguistic pattern or rule. *Example*: *Good*, *better*, and *best* are exceptions to the usual *-er*, *-est* pattern of comparatives and superlatives in English.
literary analysis	The study of a literary work by a critic, student, or scholar; a careful, detailed reading and report thereof.
literary criticism	The analysis and judgment of works of literature. The body of principles by which the work of writers is judged. *Note*: The principles used in judging a literary work vary from the highly personal and subjective to the relatively objective; they may involve but are not limited to specific consideration of moral values, historical accuracy, and literary form and type; they may be different from one literary period to another.
main idea	The gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement that gives the explicit or implied major topic of a passage and the specific way in which the passage is limited in content or reference.
media sources	The means of communication, especially of mass communication, such as books, newspapers, magazines, radio, television, motion pictures, recordings.
metaphor	A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness between them. *Example:* He was *drowning in money*.
narration	One of the four traditional forms of composition in speech and writing, it tells a story or gives an account of something dealing with sequences of events and experiences, though not necessarily in strict order.
nonverbal	A nonlanguage communication, such as a noise, gesture, or facial expression.
nonsense syllable	A pronounceable combination of graphic characters, usually trigrams, that do not make a word, such as *kak*, *vor*, *mek*, pronounced in English as spellings. *Note*: Nonsense syllables are sometimes used in reading to test phonics knowledge; they are sometimes used in spelling to test for desired syllabic patterns while avoiding known words.
onomatopoeia	The term used to describe words whose pronunciations suggest their meaning (e.g., *meow*, *buzz*).
oral histories	The stories and histories kept alive by the spoken word rather than the written word. *Note*: Although an oral tradition is characteristic of an oral culture, it may coexist in a writing culture.

orthography	The study of the nature and use of symbols in a writing system; correct or standardized spelling according to established usage in a given language.
parallelism	The phrasing of language so as to balance ideas of equal importance. *Note*: Parallelism may apply to phrases, sentences, paragraphs, longer passages, or whole selections.
passive voice	A verb form in which the subject of the verb is the receiver of some action or state indicated by the verb. ***Example:*** *He was hit* by the ball.
persuasion	One of the four traditional forms of composition in speech and writing, it is meant to move the reader by argument or entreaty to a belief or position.
phoneme	A minimal sound unit of speech that, when contrasted with another phoneme, affects the naming of words in a language, such as */b/* in *book* contrasts with */t/* in *took*, */k/* in *cook*, */h/* in *hook*. *Note*: The phoneme is an abstract concept manifested in actual speech as a phonetic variant, such as the allophones of the phoneme */t/* in *top, stop, pot*.
phonemic awareness	The awareness of the sounds (phonemes) that make up spoken words. Such awareness does not appear when young children learn to talk; the ability is not necessary for speaking and understanding spoken language; however, phonemic awareness is important for learning to read. In alphabetic languages, letters (and letter clusters) represent phonemes; to learn the correspondences between letters and sounds, one must have some understanding of the notion that words are made up of phonemes.
phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words; a system used especially in beginning instruction.
phonogram	A graphic character or symbol that may represent a phonetic sound, phoneme, or word; in word recognition, a graphic sequence composed of a vowel grapheme and an ending consonant grapheme, such as *-ed* in *red, bed, fed*.
prewriting	The initial creative stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize the information; planning.
principal parts of verbs	The principal parts; the set of inflected forms of a grammatical class, such as *sing, sang, sung*.

prior knowledge — The knowledge that stems from previous experience. *Note*: Prior knowledge is a major component of schema theories of reading comprehension in spite of the redundancy inherent in the term.

r-controlled sound — The modified sound of a vowel immediately preceding /r/ in the same syllable, such as in *care, never, sir,* or *curse.*

red herring — A distractor that draws attention away from the real issue.

rhetorical strategies — The traditional forms of composition in speech and writing: exposition, narration, persuasion, and description (each is defined in this glossary).

root word — The meaningful base form of a complex word after all affixes are removed. *Note*: A root may be independent or free, such as *read* in un*read*able, or may be dependent, or bound, such as *-liter-* (from the Greek for *letter*) in ill*iter*ate.

sentences:

- **declarative** — A sentence that makes a statement.
- **exclamatory** — A sentence that makes a vehement statement or conveys strong or sudden emotion.
- **imperative** — A sentence that expresses a command or request.
- **interrogative** — A sentence that asks a question or makes an inquiry.

sight word — A word that is immediately recognized as a whole and does not require word analysis for identification.

standard American English — The language in which most educational texts and government and media publications are written in the United States. *Note*: Standard American English, a relative concept, varies widely in pronunciation and in idiomatic use but maintains a fairly uniform grammatical structure.

syllabication — The division of words into syllables (the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination, such as */a/, /ba/, /ab/, /bab/*).

theme — A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary or other work of art. *Note*: A theme may be stated or implicit, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.

thesis	The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
topic	The general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong.
topic sentence	A sentence intended to express the main idea in a paragraph or passage.
transitive verb	A verb that takes a direct object. *Example*: Francesca *read* (transitive verb) the book.
voice	A syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are *active* and *passive*.
word recognition	The process of determining the pronunciation and some degree of meaning of a word in written or printed form; the quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously encountered in print or writing.

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